

David Douglas School District

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

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Section 1: Introduction



Section 2: School District Policy on the Education of Talented and Gifted Students



Section 3: Identification of TAG-Eligible Students



Section 4: Instructional Services and Approaches



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Appendix: Glossary

Section 1: Introduction



District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents' rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key Terminology

Talented and Gifted Students in Oregon: Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (c)) Creative ability in using original or nontraditional methods in thinking and producing.
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
- (e) Ability in the visual or performing arts, such as dance, music or art.

Oregon Revised Statutes (ORS): Oregon laws passed by the State Legislature.

Oregon Administrative Rules (OAR): Rules adopted by the State Board of Education to support statutes (ORS).

Rate of Learning: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.

Level of Learning: The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.






Historical reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

Section 2: School District Policy on the Education of Talented and Gifted Students



Legal references: aligned to [ORS 343.397](#) (1)(a) and [OAR 581-022-2500](#)

A. Local School Board Policies

David Douglas School District Board Policy	
	IGBB D1 Talented and Gifted Program
	IGBBA D1 Identification of Talented and Gifted Students
	IGBBA-AR Appeals Procedure for Talented and Gifted Identification and Placement
	IGBBB Identification–Talented and Gifted Students Among Specific Populations
	IGBBC-AR Complaint Regarding the Talented & Gifted Program

B. Implementation of Talented & Gifted Education Programs and Services

Talented and gifted children are a powerful and natural resource for the improvement of the human condition. It is our responsibility to help these children reach their potential by providing learning environments, experiences, and relationships that will expand and extend their learning potentials, their goals for themselves, and their personal frame of reference. The basic premise of the Talented and Gifted (TAG) Program in David Douglas is that each child with exceptional abilities and potential will be recognized and provided with the opportunity and an environment, which will aid his or her full development. Such children require special consideration in planning, curriculum, and activities in the educational process that expand both cognitive and affective abilities and foster responsibility and intellectual independence.

David Douglas School District identifies talented and gifted students following the Oregon Administrative Rule (OAR) [581-022-2325](#). TAG students in David Douglas demonstrate a pattern of exceptional ability, performance, or achievement when compared to similar-age peers nationally and in the local district community. Identification decisions are based on a robust body of evidence that considers a child's background, experiences, and opportunities to learn.

David Douglas strives to meet the needs of our unique and diverse students. Educators provide instruction and learning opportunities in the classroom designed to meet the talented and gifted student's assessed rate and level of learning. Grade-level material may be differentiated by content, process, or product. The district seeks to nurture and develop the student's potential and foster skills to impact the world around them positively.

See [“Being TAG in David Douglas School District”](#)

Section 3: Identification of TAG-Eligible Students

Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500



A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>Step 1. <u>Nomination of Students</u> Nomination of grades K-12 by teachers, parents/caregivers, peers or self.</p> <p>Step 2. <u>Information and Test Permission</u> Packets are distributed to staff by the building TAG Coordinator. Notification of TAG identification procedure included in school newsletters.</p> <p>Step 3. <u>Testing</u> A test of mental ability is administered to all nominated students. Academic level indicators (Smarter Balanced Assessment results, district assessments, etc.) submitted for Academically Talented students. Alternative testing may be administered.</p> <p>Step 4. <u>Documentation</u> Case Study Profile (body of evidence) developed for each nominated student (includes test scores, caregiver rating scale, caregiver questionnaire, teacher rating scale, work samples, achievement test scores, anecdotal records, etc.).</p> <p>Step 5. <u>Building Screening Committee</u> Case Study Profiles are reviewed and a determination is made as to which students bear further evaluation at the district level in the identification process. Parents are notified whether their student will continue or not continue in the identification process.</p> <p>Step 6. <u>Completion of Case Study Profile May Include</u> Student self-evaluation scale, autobiography form, portfolio items, etc.</p> <p>Step 7. <u>Submission of Case Profiles to the TAG Coordinator</u></p> <p>Step 8. <u>District Eligibility Committee</u> Individual files are reviewed and a determination is made as to which students meet and which do not meet the criteria for TAG identification and services using national and local norms.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>Caregivers & staff are notified of the committee's decision.</p> <p>Step 9. <u>Appeals Process</u></p> <p>Caregivers or teachers may appeal the decision of the committee by writing a letter, within 10 days of receipt of the identification letter, addressing additional issues or concerns to be considered.</p>
<p>Multiple modes and methods of data collection used in the identification process.</p> <p><i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p>David Douglas School District collects a variety of data points to review for TAG identification such as standardized testing scores, screener scores, rating scales from teachers & parents/caregivers Slocumb-Payne Teacher Perception inventory, Attributes Checklist for Identifying Historically Underrepresented TAG Student, KOI scores, student self-evaluation, student autobiography, observational data, parent/caregiver input questionnaire, classroom work samples, yearly growth measures, ELPA scores, and OSAS scores when appropriate.</p>
<p>Culturally responsive practices specific to identification.</p> <p><i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>The district begins with guidance from the district Equity Plan and the Racial Equity Commitments.</p> <p>Racial Equity Commitment I-Student Achievement</p> <p>The David Douglas School District commits to narrowing the gaps between the highest and lowest achieving students by increasing opportunities for all students while focusing on raising the achievement of our lowest performing students.</p> <p>Targeted Racial Equity Focus Areas:</p> <p>Seek and implement culturally responsive curriculum, teaching and learning practices reflecting the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>Collaborate between teachers and administrators to create and implement culturally responsive instructional practices, curricula, interventions, and assessments.</p> <p>When making decisions and taking action, utilize the following questions:</p> <ul style="list-style-type: none"> • Does this decision align with the District's mission/vision? • What systems of oppression might exist within this situation? • Whom does this decision affect both positively and negatively? • Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? • Are those being affected by the decision included in the process? • What other possibilities were explored? • Is the decision/outcome sustainable? <p>For Identification:</p> <ul style="list-style-type: none"> • Use of questionnaires and rating scales to provide a full picture of the student's exceptional performance in order to determine eligibility for TAG services. These may include parent questionnaires, student self-evaluations, CLED Scales: Culturally, Linguistically, Economically Diverse; HOPE Scale; Renzulli Scale; Checklist for Identifying Historically Underrepresented TAG Students. • Use of universal screener slated to begin in 2023-2024 • Using local norms to identify the top 10% of students from each building and grade-level
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	<ul style="list-style-type: none"> • These may include parent questionnaires, student self-evaluations, CLED Scales: Culturally, Linguistically, Economically Diverse; HOPE Scale; Renzulli Scale; and Checklist for Identifying Historically Underrepresented TAG Students. • Use of universal screener slated to begin in 2023-2024 • Using local norms to identify the top 10% of students from each building and grade-level

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>The district has access to multiple types of ability assessments designed for different purposes. Assessments are administered in a way that best meets the needs of each student. The identification team collects a robust body of evidence to get a full picture of each individual and ensures that no single test or piece of evidence will eliminate a student from eligibility.</p> <p>Testing may be administered:</p> <ul style="list-style-type: none"> • In a group setting at an evaluation site, • In a small group at home school, • In small chunks at home school over multiple days, • In a one-to-one setting at their home school, • By a school psychologist, • With a familiar one-on-one assistant present, • With familiar testing accommodations
Universal Screening/Inclusive considerations	<p>Using a universal screener for all 2nd graders in the district is slated to begin during the 2023-2024 school year. All 2nd graders will be tested each year following.</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>Our current practice is to use national norms to analyze assessment data. We will begin using local norms with our grade level screener beginning in the 2023-2024 school year. Data will be collected and evaluated using both national norms and local norms.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>David Douglas School District collects a variety of data points to get a picture of the whole child's strengths, interests, abilities, and areas for growth. Teachers, parents/caregivers, and students give input through questionnaires, checklists, rating scales, observational data, work samples, passion projects, community work, autobiography, yearly growth measures, and other anecdotal input.</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>The district eligibility team meets to review and discuss the collection of evidence for students who have been referred from building committees. The district committee uses the district equity lens and these guiding questions:</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> • Is there a preponderance of evidence showing the student's exceptional performance? • Does the student require programming and/or instructional services for growth and well-being? • Is the student working beyond grade level? • Does this show a need? • Is there a team consensus?
TAG Eligibility Team	The Eligibility Team consists of the District TAG TOSA, and building TAG coordinators. The team is comprised of teachers, administrators, language development specialists, equity team members, student achievement specialists, behavior specialists, and special ed teachers. The team may also include other district specialists as needed.
Documents that are included in the student's cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	The documents included in a student's cumulative file include the score report from standardized testing, the eligibility decision letter, and the Case Study Profile document with a summary of collected data points, other evidence reviewed, and the committee's findings. See documents

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	A universal screener is a way to systematically identify exceptional potential and hidden talent among all populations, including English Language Learners, students with special needs, and those who may not be achieving on other traditional academic measures. Using a universal screener is considered a best practice in the field of gifted education. Universal

Key Questions	District Procedure
	<p>screening assessments are typically brief, reliable, and valid assessments conducted with all students from a grade level.</p> <p>The district is slated to begin using a universal screener for all 2nd graders during the 2023-2024 school year.</p>
What is the broad screening instrument and at what grade level is it administered?	David Douglas School District plans to use the Naglieri Nonverbal Ability Test as a screener. Following budget approval it is slated to begin in the 2023-2024 school.
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?	The screener is administered to all 2nd graders in the district. Students scoring 80th percentile (or top 20% of the grade level using local norms) or higher on national norms are then moved on through the eligibility process where teachers and parents complete the rating scales, checklists, and questionnaires. Additional data points are collected for evaluation by the eligibility team. The district does not let a single test score or piece of evidence eliminate a student from identification.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	TAG identification is transferred from other districts in Oregon with identification documents.
Does your district accept TAG identification from other states?	TAG identification is transferred from other states with identification documents.

Key Questions	District Policy and Practices
Do local norms influence the decision to honor identification from other districts and states?	Local norms do not influence our acceptance of TAG identifications from other districts within Oregon or from other states.

Section 4: Instructional Services and Approaches



A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Ability Grouping for Math and/or Reading: Walk-to model or Flexible Grouping	At the elementary level, teachers and grade levels may use a “walk-to” or flexible grouping strategy for providing an appropriate level of learning opportunities for students. <i>* This is offered in some schools and classes, but not all.</i>
Acceleration Above Grade-level in Math or ELA	Elementary, middle and high school students who demonstrate advanced ability is accelerated in a single-subject area and receive instruction at a higher grade level. <i>*This is offered in some schools and classes, but not all.</i>
Advanced Placement	Students register for AP courses at the high school level. Students register and complete AP exams each spring. Students can earn college coursework completion from some universities for high scores on the spring AP tests.
Cluster Grouping Model	Elementary TAG students are clustered (groups of 2-6) together in a classroom at each grade level beginning in 1st grade, with consideration given to the administrator’s professional judgment when students are not clustered. When there are more than 6 identified students in a grade-level students are placed in two cluster classrooms. <i>*This is</i>

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	<i>offered in some schools, but not all.</i>
College Credit Opportunities through College Now	At the high school level, students may earn college credit for the following classes through College Now: Culinary Arts 2, French 3, College Chemistry, Early Childhood Ed 2, Early Childhood Cadet 2, Speech, ARchitecture Design, Architecture Design 2, College English 4, Pre-Calculus, Honors Integrated Math 3, Trigonometry, College Biology, Anatomy & Physiology, Colleg US History, College Microeconomics, Health Sciences 1, Health Sciences 2, Career & Financial Planning, Music Theory, Wind Ensemble, Symphonic String Orchestra, Advanced Concert Choir, Intermediate Stagecraft & Design, Advanced Stagecraft & Design, Digital Media Production, Video Production, Accounting 2, Coding 1: Web Design, Coding 2: Web Development, Automotive 3, Metals 2, American Sign Language, Spanish 3, Introduction to Education
College Now (Dual Credit Program)	This Dual Credit program allows high school students to earn college credit during their high school years. Students must apply and be accepted into the College Now program and enroll in classes each term. Colleges participating in the program: Central Oregon Community College, Clackamas Community College, Eastern Oregon University, Portland Community College, Mt. Hood Community College, Warner Pacific University
Career Pathways CTE: Programs of Study (May be eligible for college credit)	High school students may choose a program of study through the CTE department that includes coursework that may be eligible for college credit. DDHS programs include Automotive, Business, Computer Information Systems, Construction, Early Childhood Education, Engineering, Health Sciences, Hospitality & Tourism, Metals Manufacturing, Natural Resources, Technical Theatre,
Curriculum compacting	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet. <i>*This is offered in some schools and classes, but not all.</i>
Differentiated instruction in Math and/or ELA	Students are provided work that has greater breadth, depth, complexity, or real-world

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	connection in place of regular classroom work after demonstrating mastery of curriculum standards. Work may be differentiated by content, process, or product.
Distance Learning	Students may enroll in David Douglas Online Academy for distance learning. Opportunities in middle and high school courses allow students to progress at their speed through the curriculum and classes.
Flexible Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities. <i>*This is offered in some schools and classes, but not all.</i>
High school credit for middle school courses	<i>Students in middle school may earn high school credit for qualifying classes that they complete. These may be considered above-level. *This is offered in some schools and classes, but not all.</i>
Honors or Advanced Classes	<i>Middle and high school students may enroll in honors classes for core subjects and other select subjects. Honors classes typically progress quicker through content and engage with the material in a deeper, more complex way. *This is offered in some schools and classes, but not all.</i>
Independent Study Projects	Students engage in independent study projects after demonstrating mastery of curriculum content. Independent study projects can be related to grade-level curriculum subjects or subjects that are of high interest to the student, such as a passion project or genius hour. <i>* This is offered in some schools and classes, but not all.</i>
Mentorships	Students partner with mentors from outside sources, within the school, or with a peer. This may happen at any level. <i>*This is offered in some schools and classes, but not all.</i>
Pull-Out Program--Elementary	Intellectually Gifted identified TAG students in 3rd through 5th grade may participate in the district pull-out program as scheduled. District buses transport students to the district TAG center.
Small Group Instruction	At the elementary level, teachers and grade levels use small group instruction to provide

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	learning opportunities that meet the rate and level of learning for all students.

*This is offered in some schools and classes, but not all. Please connect with your child's teacher or school administrator to confirm this service is available.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Calculus AB	Available to seniors at David Douglas High School when prerequisites are met
AP Calculus BC	Available to seniors at David Douglas High School when prerequisites are met
AP Calculus A	Available to juniors & seniors at David Douglas High School
AP Literature and Composition	Available to seniors at David Douglas High School
AP Statistics	Available to juniors & seniors at David Douglas High School
AP Chemistry	Available to juniors & seniors at David Douglas High School
AP Physics 1	Available to juniors & seniors at David Douglas High School
AP Human Geography	Available to sophomores, juniors & seniors at David Douglas High School
AP Psychology	Available to juniors & seniors at David Douglas High School
AP US Government	Available to seniors at David Douglas High School

Name of AP Course	Schools and Grade Levels Offered
AP Drawing	Available to juniors & seniors at David Douglas High School
AP 2-D Art & Design	Available to seniors at David Douglas High School
AP 3-D Art & Design	Available to juniors & seniors at David Douglas High School

C. International Baccalaureate (IB) Course Offerings

Not applicable

D. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	The district's student information system, Synergy, has indicator icons for TAG identification which teachers can see at a glance. Each year the district TAG TOSA shares the lists of TAG-identified students with the building administrators, TAG coordinators, and classroom teachers.
What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?	Each building has a TAG coordinator that is available to answer questions, provide support, and when and how to contact the district TAG TOSA for additional support.
How do teachers determine rate and level needs for students in their classrooms?	Teachers use pretests, classroom assessments, and district screening tools (Math Inventory, Reading Inventory, DreamBox, Amira, Waggle, etc.), as well as scores from standardized testing to determine a student's level of learning. The rate of learning can also be determined by the pacing a student progresses through assignments and online learning platforms (DreamBox, Growth Measure, Amira, Waggle, etc.). Teachers have

Key Questions	District Procedure
	<p>access to the previous year's TAG Personal Education Plan to review goals, levels, and progress.</p> <p>The rate of learning is the pace at which the student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate will vary depending on the subject, interest, level of difficulty, and point in the learning process.</p> <p>The level of learning is the student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	TAG PEPs are required for TAG-identified students in grades 1-5.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional plans or a statement on the course syllabi articulating the method TAG services provided in the class are encouraged for 6th-12 grade core subjects.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	<p>Families are notified with identification paperwork about the district's use of Personal Education Plans (PEP). Documents are translated into our top 5 languages (Chinese, Russian, Somali, Spanish, Vietnamese) for families. PEPs are discussed with families during fall conferences (in-person or virtually and with an interpreter if preferred).</p> <p>Parents/caregivers are encouraged to provide input on students' interests, strengths, areas</p>

Key Questions	District Procedure
	for growth, and goals for learning. Students and teachers work together to set goals for the year. PEPs are sent home along with other conference materials for any families that were unable to attend in person.

F. Option/Alternative Schools Designed for TAG Identified Students

Not applicable

G. TAG Enrichment Opportunities

Not Applicable

Section 5: Plan for Continuous Improvement

A. 2023-2025 District Goals



Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>With the support of coaches, TAG coordinators, and colleagues, secondary teachers will develop instructional plans by the end of the 2024-2025 school year. The goal is to communicate with students and families the ways teachers will meet the needs of all TAG-identified students in their particular course.</p>	<p>Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG</p> <p>Provide exemplars for secondary teachers</p>	<p>August 2024 – Training provided to building TAG coordinators and administrators</p> <p>End of Fall 2024 – Training shared with staff by building TAG coordinators</p>	<p>Completion of training for coaches, TAG coordinators, and staff</p>	<p>Instructional plans submitted to coaches, administrator, and/or TAG TOSA for review</p>
<p>In collaboration with the district equity team, the TAG program will host TAG Family Listening & Informational Sessions” for elementary and secondary families with the purpose of improved parent engagement and communication.</p>	<p>“TAG Family Listening & Informational Sessions” will be held during the school year to engage TAG families, provide support, answer questions, and receive feedback/input for improvement of the TAG program & services.</p>	<p>The first sessions will be hosted prior to winter break 2024. In the following years, sessions will be hosted yearly in the fall.</p>	<p>Completion of sessions for elementary families and secondary families prior to winter break 2024.</p>	<p>Families will sign in for sessions and complete an exit ticket or survey designed to invite feedback and input.</p>

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
In collaboration with the district equity team, district teachers will receive professional development by the end of 2024-2025 with the purpose of supporting TAG students' rate and level of learning using differentiation.	Provide training specific to instructional practices that promote and foster academic growth for TAG-identified students	Professional development, training sessions, slide decks, etc. will be provided district-wide by the end of the 2024-2025 school year.	Specific training information &/or slide decks for elementary & secondary levels will be created and shared out on particular dates during the 2024-2025 school year. Ongoing training material will be shared yearly each fall for teachers at all levels.	Staff will sign in during training and complete an exit ticket or survey designed to measure understanding of the rate & level of learning and strategies presented.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Michelle Armstrong, TAG TOSA	Required statewide training	Oregon Department of Education	TBD

Who	What	Provided by	When
All district licensed educators who are responsible for identification	Training on Identification	Michelle Armstrong, TAG TOSA	October & November 2024, TAG Advisor meetings
Staff who have already been trained in previous years (include if offered)	N/A		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	The TAG referral process is posted on the district website year around. It is also, communicated with families through district newsletters and digital communication tools (ParentSquare) each fall. Teachers communicate specifically with families about TAG nominations and testing during fall conferences each year.
Universal Screening/Testing grade levels	During the 2022-2023 school we piloted the use of a Universal Screener at one elementary school. The district is slated to begin using a universal screener for all 2nd graders starting the 2023-2024 school year.
Individual and/or group testing dates	TAG nominations are collected in December for group and individual testing in February, March & April. Late nominations are accepted and testing is completed as quickly as the schedule allows.
Explanation of TAG programs and services available to identified students	A brochure “Being TAG in DDSD” is sent home with TAG identification documents after testing is completed and eligibility is determined.
Opportunities for families to provide input and discuss programs and services their student receives	The district uses Personal Education Plans (PEP) at the elementary level. Families are encouraged to provide input on students’ interests, strengths, areas for

Comprehensive TAG Programs and Services	Date and/or method of Communication
	growth, and goals for learning, as well as to discuss the TAG program and services with the teacher.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Families are notified with identification paperwork about the district's use of Personal Education Plans (PEP) at the elementary level. PEPs are discussed with families during fall conferences (in-person or virtually). Parents/caregivers are encouraged to provide input on students' interests, strengths, areas of growth, and goals for learning. Students and teachers work together to set goals for the year. PEPs are sent home along with other conference materials for any families that were unable to attend in person.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and school programs and services, etc.	This has not been a part of our practice so far. Plans are in the works for rolling out TAG family information and listening nights during the 2024-2025 school year.
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG-identified students, transition expectations from elementary to middle school, etc.	This has not been a part of our practice so far. Plans are in the works for rolling out TAG family information and listening nights during the 2024-2025 school year.
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG-identified students, transition expectations from middle to high school, etc.	This has not been a part of our practice so far. Plans are in the works for rolling out TAG family information and listening nights during the 2024-2025 school year.
Notification to parents of their option to request withdrawal of a student from TAG services	Families are notified in the TAG identification documents of their right to withdraw their student from TAG services.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Notification of the right to file a complaint concerning TAG programs or services, beginning with district level complaint process	Families are notified in the TAG identification documents and in the TAG brochure of their right to file a complaint concerning the TAG programs or services. The process is posted on the district website.
Designated district or building contact to provide district-level TAG plans to families upon request	Michelle Armstrong, TAG TOSA michelle_armstrong@ddsd40.org 503-261-8458

Section 6: Contact Information



Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Michelle Armstrong	michelle_armstrong@ddsd40.org	503-261-8458
Person responsible for updating contact information annually on your district website	Michelle Armstrong David Petersen	michelle_armstrong@ddsd40.org david_petersen@ddsd40.org	503-261-8458 503-256-6500 ext. 4458
Person responsible for updating contact information annually on the Department	Michelle Armstrong	michelle_armstrong@ddsd40.org	503-261-8458
Person responsible for sending copies of the district-level TAG plans to	Michelle Armstrong	michelle_armstrong@ddsd40.org	503-261-8458

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
building-level personnel (TAG coordinators, principals, etc.)			
TAG contact for Alice Ott	Steve Benner	steve_benner@ddsd40.org	503-256-6510
TAG contact for Cherry Park	Linda Steele	linda_steele@ddsd40.org	503-256-6401
TAG contact for Earl Boyles	Heidi Buckner	heidi_buckner@ddsd40.org	503-256-6554
TAG contact for David Douglas High School	Sarah Hunt	sarah_hunt@ddsd40.org	503-261-8309
TAG contact for David Douglas Online Academy	Haley Ferris	haley_ferris@ddsd40.org	503-389-0288
TAG contact for Fir Ridge Campus			503-261-8458
TAG contact for Floyd Light			503-256-6511
TAG contact for Gilbert Heights			503-256-6502
TAG contact for Gilbert Park	Becky Franzke	rebecca_franzke@ddsd40.org	503-256-6531
TAG contact for Lincoln Park	Britta Sorensen	britta_sorensen@ddsd40.org	503-256-6504
TAG contact for Menlo Park	Jennifer Ludwig	jennifer_ludwig@ddsd40.org	503-256-6506
TAG contact for Mill Park	Karen Repko	karen_repko@ddsd40.org	503-256-6507
TAG contact for Ron Russell	Jake Burgess-Garton	jake_burgess-garton@ddsd40.org	503-256-6519

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Ventura Park	Alethea Mellor	alethea_mellor@ddsd40.org	503-256-6508
TAG contact for West Powellhurst	Kami Long	kamala_long@ddsd40.org	503-256-6509

*[District directions: Add lines as needed to include a building-level contact for each school in the district.]

Appendix: Glossary







Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation



Term	Definition
	to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.

Term	Definition
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.

Term	Definition
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.

Supporting Documents	
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	<p>Being TAG in David Douglas School District</p>
	<p>District Mission and Vision</p>
<p><u>OR 581-022-2325 - Identification of Academically Talented and ...</u></p>	<p>Oregon Department of Education Oregon Administrative Rule 581-022-2325 Identification of Academically Talented and Intellectually Gifted Students</p>
	<p>Case Study Profile updated 2023 TAG Results Letter “Not At This Time” TAG Results Letter With Identification</p>
	<p>Nomination Packet–Teacher Nomination Packet–Parent/Caregiver</p>

	Grade Advance Procedure
	Elementary TAG Personal Education Plan (PEP) document